

Monitoring Topic 1: Identification and Recruitment

Background

IDOE interviewed the Title I, C Program Administrator regarding compliance with Identification and Recruitment.

Areas of Compliance

Implementation of the Work Survey (1.1):

The Work Survey is included in the registration packet and is translated into Spanish.

Ensuring the COE is used for Federal Free and Reduced Lunch (1.2):

COEs are completed and the information is sent to Marion's business department. The business department makes sure that migrant students receive free lunch and free or reduced textbook fees.

Findings of Non-Compliance & Required Actions for Monitoring Topic 1:

Work Survey (1.1): The Work Survey needs to be sent weekly. Marion has not sent in any new Work Surveys since early September.

Required Action: By February 15th, 2011, Marion CSC must submit evidence that a plan has been created so that during the next project, the Work Survey will be reported to the IDOE weekly.

Monitoring Topic 2: Student Assessment

Background

IDOE interviewed the Title I, C Program Administrator regarding the delivery of student assessment.

Areas of Compliance

Process to ensure migrant students are assessed with challenging state academic standards (2.1):

Migrant students enrolled in Marion CSC take the same assessments as their peers, and most migrant students stay in the district for the entire school year. Students in grades K-2 are assessed with Dibels and students in grades 3-8 are assessed with Acuity, ISTEP+ and the NWEA. The elementary Level also uses locally developed quarterly assessments in Language Arts and Mathematics. At the secondary level, students are assessed using ISTEP+ (through 10th) and Acuity (through 8th grade). The secondary level also has locally developed quarterly assessments in Language Arts and Mathematics.

How disaggregated assessment data is used to determine academic achievement levels (2.2):

Recommendation (2.2): IDOE recommends that Marion CSC begin using assessment data to inform their instruction of migrant students.

Required Action: By February 15th, 2011, Marion CSC must show how they will use data to improve and direct their migrant instruction for the next school year.

Evidence of testing accommodations for ISTEP+ (2.3):

Marion CSC submitted their policy for testing accommodations for ISTEP+ for LEP students. Students receive different accommodations based upon their LAS Links Proficiency and Marion CSC follows the guidelines in the ISTEP+ Program Manual.

Implementation of Home Language Survey for LAS Links Placement (2.4):

The Home Language Survey (HLS) is given to the students in their enrollment packets

Recommendation (2.4): The Home Language Survey should only be given out one time when the child first enrolls in the school corporation. Home Language Survey's should not be given out to families that have already filled one out. All original Home Language Survey's must be kept in the student's cumulative folder.

Required Action: By February 15th, 2011, Marion CSC must submit evidence that the Home Language Survey will only be distributed once to each student that enrolls in the corporation.

Evidence of completed LAS Links Placement Test (2.5):

The Bilingual Instructional Assistants administer the LAS Links Placement test within 30 days of the start of school or 2 weeks after a new student has arrived later in the school year. The placement test serves also as baseline data for each student.

Evidence of completed Spring LAS Links test (2.6):

The Title III/NESP Director sends all Instructional Assistants to the IDOE website to watch the LAS Links WebEx about the Annual Assessment. All LEP students take the LAS Links Annually until they have received two consecutive scores of 5. A testing roster was sent showing each student who completed the test.

Evidence of use of state assessment for program planning (2.7):

Marion CSC's MEP uses ISTEP+/ECA data and LAS Links data to determine areas of student need. This determines the placement of students and is given to the student's teacher so that they can plan accordingly.

Findings of Non-Compliance & Required Actions for Monitoring Topic 2:

There are no findings for monitoring topic 2.

<p>Monitoring Topic 3: Program Services</p>
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Background

IDOE interviewed the Title I, C Program Administrator, Superintendent, and corporation's teaching staff regarding program services.

Areas of Compliance

Measureable goals (3.1):

The measurable goals that Marion CSC is working towards during the 2010-2011 school year are:

Reading Achievement- 70% of K-12 students will reach state proficiency on their ELA standards. This is to be determined by NWEA, Acuity, Dibels, ISTEP+, and ECA assessments, and will be reviewed after each testing.

Mathematics Achievement- 75% of K-12 students will reach state proficiency on their Math standards. This is to be determined by NWEA, Acuity, Dibels, ISTEP+, and ECA assessments, and will be reviewed after each testing.

School Readiness- At the end of the school year, 100% of the Pre-K students will be able to 1) write their first and last names; 2) identify primary colors; 3) recognize numbers 1-20; 4) recognize basic shapes; 5) Identify at least 18 letters of the alphabet. This is to be determined by the mClass and NWEA assessments administered in the fall and spring.

Graduation- 95% of the students in grades 9-12 will graduate and continue their education by using credit accrual, PASS courses and remediation practices throughout the school year. This is to be evaluated by ECAs and student grades and credits at the beginning and end of each semester by principals, teachers, and bilingual instructional assistants.

Recommendation (3.1):

The measurable goals submitted in the Title I, C grant application were developed only by the Title I, C administrator and the IDOE recommends that all migrant personnel and community stakeholders be involved in this process.

Required Action: By February 15th, 2011, Marion CSC must submit a plan as to how they will incorporate all migrant personnel and community stakeholders in the forming of their measurable goals for their Migrant Education Program.

Comprehensive Needs Assessment (3.2):

Currently, there is no formal Comprehensive Needs Assessment.

Recommendation (3.2):

IDOE recommends that all Migrant Education Programs conduct a comprehensive needs assessment in order to identify and address the unique needs of migrant students and their families. This is an important tool in providing comprehensive services for the migrant population.

Required Action: By February 15th, 2011, Marion CSC must submit a Comprehensive Needs Assessment and a plan as to how they will implement the Assessment in the MEP program.

Program design to address barriers faced by migrant students (3.3):

Marion CSC is using their staff to help address migrant student needs. At the elementary level, the Bilingual Instructional Assistants work with the school's social workers to make sure all of the educational, social, cultural and health related barriers are addressed. At the secondary level, the Bilingual Instructional Assistant works with students, school counselors and local health clinic to help students. The Bilingual Instructional Assistants also go on home visits in order to build strong relationships with the families of the migrant students at Marion CSC.

Recommendation (3.3): IDOE recommends that Marion CSC gets in touch with the following people to get information on student involvement groups: Elisa Banuelos and Tom Good.

Data used to evaluate the Migrant Education Program (3.4):

The superintendent, Amy Rauch and the Bilingual Instruction Assistants evaluate the Migrant Education Program in Marion CSC.

Recommendation (3.4):

Currently, the superintendent, Amy Rauch and the Bilingual Instructional Assistants are the only individuals that evaluate the MEP effectiveness. It is important that all stakeholders be involved in the process of evaluating the program and making recommendations. This will allow effective programming adjustments to be made.

Required Action: By February 15th, 2011, Marion CSC must submit a plan as to how they will involve more stakeholders in the evaluation of the MEP program.

Process used to determine student Priority for Service (3.5):

Marion CSC determines if students are Priority for Service based on the following criteria: Priority is given to students who are failing OR most at risk of failing to meet the state's content standards and the state's student performance standards, AND whose education has been interrupted during the regular school year. This is determined by the classroom teacher, bilingual instructional assistant, counselor, and migrant program director.

Eligibility Expiration for students during the school year (3.6):

When a student's eligibility expires during the year, they must withdraw from the migrant program. The principal at the building the student attends is notified, and then the Bilingual Instructional Assistant will fill out a withdrawal form. This form is turned into the program director, Amy Rauch. The withdrawal form is then faxed to the IDOE. Services will continue to be provided to the student throughout the school year.

Coordination of Services for State and Federal programs (3.7):

Two schools in the district are school-wide Title I schools. This means that all students, including migrant students, will receive extra support and assistance from this program. The Junior High School will be school-wide Title I next year. Some other schools in the district are targeted Title I schools, and migrant students have appropriate access to these programs. Special education programs also include migrant students when appropriate. At the high school level, IDEA provides resource time, Read 180 and System 44 for all students who need them.

Ensuring certified teachers are the core teachers of academic subjects (3.8):

Teachers are not hired by Marion CSC unless the Human Resources Office approves them using the Highly Qualified Teacher Requirements. They must hold at least a bachelor's degree, be fully licensed to teach in the Core Academic Subjects that they are assigned to teach. "Highly Qualified" Verification Forms are held in the district office for every teacher in the district.

Accurate enrollment lists submitted by LEA every Friday (3.9):

Migrant Specialist, Maria Gonzalez, confirmed that Marion CSC's maintains accurate enrollment lists, including student's eligibility date, end of eligibility, PFS, and programming, submitted to the SEA every Friday.

Findings of Non-Compliance & Required Actions for Monitoring Topic 3:

There are no findings for Monitoring Topic 3.

<p style="text-align: center;">Monitoring Topic 4: Parent and Community Involvement</p>
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Background

IDOE interviewed the Title I, C Program Administrator regarding parent and community involvement.

Areas of Compliance

Annual Needs Assessment for Migrant Parents (4.1):

Marion CSC does not have a formal process for annually assessing the needs of parents.

Recommendation (4.1):

Annually assessing the needs and interests of migrant parents and families will ensure engagement and effective communication between the school and community.

Required Action: By February 15th, 2011, Marion CSC must submit a Needs Assessment that will be administered to parents next year.

Migrant Parent Involvement Activities (4.2):

The Bilingual Instructional Assistants work very hard to build relationships with migrant families. They translate and send most documents home in Spanish. It should also be noted that the Bilingual Instructional Assistants go on home visits to get to know the families of their students. Marion CSC also joined with a local church to hold a "Noche de Fogata" on October 22nd. Migrant families were invited to a meal and supplies were given to students.

Recommendation (4.2):

While parents often work very long hours, IDOE recommends hosting parent involvement activities on the weekends. Parent-school involvement is very critical and making activities available to parents will help them feel a part of the school and community.

Required Action: By February 15th, 2011, Marion CSC must submit a plan for parental involvement for next year's Migrant Education Program.

Parent Advisory Council (4.3):

Evidence of translated materials (4.4):

The Bilingual Instruction Assistants translate almost every document that goes home. They translate the work survey, school newsletters, handouts about improving students' reading and math skills, and all other office documents.

Findings of Non-Compliance & Required Actions for Monitoring Topic 4:

Parent Advisory Council (4.3):

Marion CSC does not have Parent Advisory Council at this time.

Required Action: By February 15th, 2011, Marion CSC must have formed a PAC and held the first meeting. A PAC member list, calendar of meetings, meeting agenda, and sign in sheet must be submitted.

<p>Monitoring Topic 5: Record Keeping</p>
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Background

IDOE interviewed the Title I, C Program Administrator regarding recordkeeping.

Areas of Compliance

Maintaining accurate enrollment lists and possible lists (5.1):

Migrant Specialist, Maria Gonzalez, confirmed that Marion CSC's enrollment lists and possible lists are submitted every Friday.

Requesting and Sending Migrant Student Records (5.2):

Secretaries at each school handle the process of requesting and sending records the same as they do for any student who is enrolling or withdrawing from Marion CSC. The secretaries request a new address or school that the student is moving to, and then they send the student's cumulative files to that school.

Reporting migrant students who have withdrawn (5.3):

Migrant Specialist, Doris Waters, confirmed that Marion CSC's withdrawal forms have been sent in a timely manner. Amy Rauch said that withdrawal forms are filled out, and then the clerk sends the forms to Doris Waters.

Findings of Non-Compliance & Required Actions for Monitoring Topic 5:

There are no findings for Monitoring Topic 5.